DOCUMENT RESUME

ED 215 729 JC 820 200

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TITLE Development of an Articulation Handbook.
INSTITUTION Butler County Community Coll., El Dorado, KS.
PUB DATE 11 May 82
NOTE 14p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Articulation (Education); College Credits; *College Transfer Students; Community Colleges; *Educational Counseling; Guidance Programs; *Intercollegiate Cooperation; *Orientation Materials; Postsecondary Education; Program Descriptions; State Universities; Two Year Colleges
IDENTIFIERS Kansas

ABSTRACT

Although the completion of an associate degree at a public community college in Kansas fulfills the lower division requirements for universities in the state, transfer students frequently encounter deficits in requirements for specific baccalaureate degrees and/or programs due to the lack of program integration and problems of transferability of credit. At Butler County Community College (BCCC), a project was developed to clarify some of these problems and to alleviate student fears. First, a contact person was located at each of the state-supported universities to serve as a communications link with BCCC project staff. Next, a complete evaluation by the universities of BCCC catalog listings was requested. Then, program sheets were prepared listing university program requirements and BCCC equivalencies, and copies were sent to the university contact person for correction and approval. Additionally, contacts were asked for general information on transfer requirements and admissions procedures. Finally, the information and program sheets were compiled in a notebook and distributed to appropriate advisors and administrators, as well as made available to students and high school counselors. Although several difficulties were encountered in establishing communications and preparing the program sheets, the project has great potential for helping students reach specific goals and for recruitment. Sample program sheets are included. (HB)

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# DEVELOPMENT OF AN ARTICULATION HANDBOOK

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MAY 11, 1982

JC 820 200

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## DEVELOPMENT OF AN ARTICULATION HANDBOOK

The term "articulation" has been bantered about in educational circles for quite some time. Implying a linkage along the educational continuum, the term has been revived in higher education in recent years as the traditional student population has decreased and competition for students among institutions has increased. In addition, the dramatic increase of two-year community college programs and institutions has increased awareness of the necessity for recognizing their contributions to the educational system.

Articulation implies a linkage within and among programs and institutions with the emphasis upon coordination and communication. The articulation project at Butler County Community College arose from a recognition of problems encountered by students attempting to transfer to four-year institutions. Community college personnel constantly hear horror stories regarding credit loss in the transfer process. Whatever their degree of veracity, these tales create unnecessary anxiety for students and their academic advisors at both levels as well as negative image concerns for community college administrators. Thus, this project focuses on vertical articulation and transfer from a public community college to state-supported universities in an effort to facilitate the transfer process and to alleviate the inherent confusion.

## RATIONALE

The traditional concerns regarding community college to four-year transfer arise from the fragmented nature of the American educational system with separate policy-making boards at each level. In Kansas, public community colleges and state universities are governed by separate entities, further confusing the issue. The dramatic rise of the community college as a distinct educational entity over the past two decades has necessitated collaborative efforts with university programs. Because of their appeal to a more heterogeneous population in terms of abilities and interests, community colleges have provided access to post-secondary programs for students who would not

otherwise have had the opportunity for higher education. The proliferation of such programs has demanded the cooperation of both community colleges and universities to address the issue of transfer of credit and has altered the four-year institutions' traditional recruitment concentration on entering freshmen. The universities now more clearly recognize the importance of recruiting community college transfers and are redesigning recruitment procedures to attract community college students.

The most serious impediments to successful two-year to four-year articulation have traditionally been the lack of integration of programs and transferability of credit. Part of the problem stems from the differing academic philosophies of the community colleges and the universities. Moreover, in addition to a transfer program, the comprehensive community college offers programs designed to provide remedial instruction to prepare students to enter the mainstream courses as well as programs designed to be terminal, leading to immediate employment upon completion. Transfer and credit loss problems often arise when students attempt to include remedial and terminal courses in a university transfer program. Further credit loss problems arise from poor grades, credits in excess of the maximum allowed for community college transfer, courses considered below the college level, intra-university departmental requirement differences, and conflict over lower versus upper division credit. On the whole, there seems to have been a lack of coordinated information and effective student counseling at both the community college and the university levels. Confusion over who is responsible for initiating the procedure often leaves the process to chance, with the individual student and/or advisor in a state of limbo regarding where to turn for accurate information.

The BCCC articulation project is primarily contingent on the universities' evaluation of course offerings. Although Kansas has the Transfer and Articulation Agreement of the Kansas Public Community Colleges and the State Colleges and Universities, many areas in the transfer process remain in need of clarification for students and advisors. This agreement reads:

> A student who completes an Associate Degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college and whose program of studies has met the requirements of the Kansas Public Community College and State College and University Transfer and Articulation Agreement will be accepted with junior standing and will have satisfied the lower division general education requirements of all Regents' institutions of the state.

Although completion of the Associate of Arts Degree at BCCC fulfills the requirements stated in this agreement, students frequently encounter deficits in requirements for specific baccalaureate degrees and/or programs. Thus, the project was initiated in order to clarify some of the problems encountered and to alleviate the fears of the students. Judith A. Strain, a member of the counseling staff, was charged with the responsibility of coordinating the project.

## PROCEDURE

After narrowing the initial scope to the state-supported Regents' universities which receive the majority of the BCCC transfers, the first step was to locate a contact person in each of the institutions to serve as a communications link. This person was generally a member of the admissions's staff, often a transcript analyst, in a position to coordinate efforts at the university level. Next, a complete evaluation of BCCC catalog listings was requested. This listing was the critical phase of the project, and it appeared that some of the universities were more coordinated in their ability to provide the list than were others. In some cases lack of coordination and/or cooperation among departments within the university produced lengthy delays in progress toward completion.

Once the listing was received the project coordinator prepared individual program sheets using the university catalog, listing university/college program requirements on the left side and corresponding BCCC equivalencies on the right. (See samples attached) Thus, a student or advisor would be able to look at a sheet and determine the course sequence required to transfer, for example, toward a Bachelor of Science in the

School of Engineering at the University of Kansas and prepare his/her community college program accordingly. These degree sheets were prepared for the most frequently pursued programs at each of the universities. (For other, more specialized degree programs, one could consult the university catalog together with the original course equivalency list.) When the sheets were completed, copies were sent to the contact person at the university for corrections and approval. In addition, each contact was sent a general information sheet to be completed with information regarding transfer requirements and/or admissions procedures for his/her institution.

The completed materials were collected into a loose-leaf notebook format. This format was selected instead of a permanent binding because it allows for greater flexibility for additions and corrections as the need arises. Materials prepared for each institution were color-coded so that each institution might be easily distinguished. This seemed to further facilitate the use of the completed handbook.

## DISTRIBUTION

A copy of the completed handbook was distributed to each academic advisor and administrator involved in student enrollment at a short in-service meeting before the Fall 81 semester. The group was oriented to the use of the materials at that time. As more materials are completed they are distributed to those who received the handbook. Furthermore, a file has been developed in the Counseling Center to provide student copies of the completed materials. These copies are distributed to students interested in various possibilities in degree programs and institutions so that students might consult them for schedule planning and course selection.

Preliminary efforts have been made to disseminate information about the project to area high school counselors. At an in-service workshop on February 17, 1982, area counselors were familiarized with the materials and their potential application in assisting high school students with educational planning. Copies of program sheets are available on request to high school counselors.

The articulation project at BCCC is an on-going process. Constant revision is necessary to keep materials current as course offerings and degree requirements change. In the future, plans are to expand the materials to include other colleges and universities in the state.

## SUMMARY

The benefits to be derived from a well-developed articulation procedure seem to be obvious. With transfer information assembled in a simple, direct handbook the advisement process should be facilitated. Students can receive more accurate information regarding course equivalency and program planning, thus eliminating the frustration of needless credit loss and the feeling of wasted time and money. Furthermore, working with high school counselors and students improves the communication link with potential students and should enhance the overall image of the community college. When potential students can visualize the direct transferability of community college courses to four-year programs, they are more likely to consider the community college as a viable option in their higher education plans.

Those considering institution of an articulation project should be aware of some of the difficulties which might be encountered in realizing this goal. Initially, establishment of effective communication lines with the universities is extremely critical. Once established, however, the open access to a contact person at the university greatly facilitates the effort. In addition, the process is quite time-consuming at the stage of the preparation of the individual program sheets. To this point the principal difficulty encountered in the process has been the lack of internal articulation within the community college. As is common, it seems that separate departments and divisions alter course offerings continually in order to update curriculum. It is critical that the articulation coordinator be kept informed of any proposed curricular changes so that these might be evaluated by the universities. This aspect requires constant vigilance and communication within the institution as well as an institutional commitment to the project.

To date full utilization and comprehension of the materials at BCCC have not been achieved. This is in part due to the innovative nature of the handbook. Furthermore, it appears evident that the orientation of the advisors to the materials needs to be more intense, perhaps possible within the framework of a more intensive in-service process for student advisement in general. A more thorough utilization of the material is anticipated with the revisions in the advisement and career planning procedure to be instituted in Fall 82. Nevertheless, reception by and enthusiasm of those who have seriously utilized the handbook materials and who recognize the significance of helping students plan toward transfer have been very positive. In addition, students are beginning to seek out the information for their own sense of security.

Overall, the articulation project at BCCC, though in its infancy, presents a promising avenue for further development. Students are becoming increasingly concerned with reaching specific goals and want to avoid unnecessary credit loss upon transfer. The articulation handbook can assist in this endeavor. Furthermore, it can become a valuable recruiting instrument for the community college when dealing with prospective students. The process can be easily adopted to any community college setting.

Further information about the articulation may be obtained from:

Judith A. Strain, Counselor (Coordinator of the project)
Larry F. Devane, Dean of Liberal Arts and Sciences

Butler County Community College
Towanda Avenue at Haverhill Road
El Dorado, KS 67042

# WICHITA STATE UNIVERSITY

## TRANSFER PROGRAM FOR

# FAIRMOUNT COLLEGE OF LIBERAL ARTS AND SCIENCES

## DEGREE REQUIREMENTS (BA/BS)

| WSU requirements | BCCC equivalents |
|---|---|
| **1. Communications--9 hours** | |
| Eng. 101 (3) | EG 101 English Composition I (3) |
| Eng. 102 (3) | EG 102 English Composition II (3) |
| Speech 111 or 112 (3) "C" or better | or { SP 100 Principles of Speech (3) / SP 102 Interpersonal Communications (3) |
| **2. Literature--3 hours** | |
| one of these | LT 111 Types of Literature I (3)<br>LT 112 Types of Literature II (3)<br>LT 115 Introduction to Fiction (3)<br>LT 116 Intro to Literature: Poetry (3)<br>LT 117 Intro to Literature: Drama (3)<br>LT 118 Shakespeare (3)<br>LT 119 Short Story (3)<br>LT 121 American Literature I (3)<br>LT 122 American Literature II (3)<br>LT 123 Multi-Ethnic Literature (3)<br>LT 145 Intro to Literature: Science Fiction (3)<br>LT 211 English Literature I (3)<br>LT 222 English Literature II (3) |
| **3. History and Political Science** | |
| Hist. 131 or | HS 131 American History I (3) |
| Hist. 132 or | HS 132 American History II (3) |
| Pol. Sc. 121 or proficiency exam | PO 141 American Federal Government (3) |
| **4. Foreign Language** | |
| BA degree & BS(except below): 5 hours beyond 112 in one foreign language or equivalent to 112 in two alnguages | FL 103 Beg. Spanish I (3) + FL 104 Beg. Spanish II (3) } count as 111<br>FL 101 Beginning Spanish (5)<br>FL 102 Elementary Spanish (5)<br>FL 201 Elem. Spanish Grammar (3)<br>FL 202 Spanish Readings (3)<br>FL 111 Beginning French (5)<br>FL 112 Intermediate French (5)<br>FL 211 Elem. French Grammar (3)<br>FL 212 French Readings (3)<br>FL 116 Beg. German I (3) + FL 117 Beg. German II (3) } count as 111 |
| BS(natural science and math): none required unless specified by major | |
| **5. Mathematics** | |
| Math 109 or | no equivalent |
| Math 111 or | MA 130 College Algebra (3) |
| Math 112 or proficiency exam for college algebra | MA 145 Elementary Functions (3) |

-OVER-

6. Natural Sciences--12 hours (3 courses)
Must include 4 hour lab course and one course in each of the biological and physical science areas. (Students with 2 units high school lab science, not to include general science, must take 9 hours.)

Physical Sciences

| | |
|---|---|
| Chemistry | CH 105 Basic Chemistry (5)<br>CH 110 Chemistry I (5)<br>CH 115 Chem. II & Qualitative Analysis (5)<br>CH 220 Quantitative Analysis (5)<br>CH 230 General Organic Chemistry (5)<br>CH 240 Organic Chemistry I (5)<br>CH 245 Organic Chemistry II (5) |
| Geography | no equivalent |
| Geology | PS 110 General Physical Science (5)<br>PS 102 General Geology (3)<br>PS 103 General Geology Lab (1) |
| Physics | PH 103 Descriptive Astronomy (with lab) (4)<br>PH 143 General Physics I (with lab) (4-5)<br>PH 146 General Physics II (with lab) (4-5)<br>PH 241 Intermediate Physics (2)<br>PH 251 Physics I (5)<br>PH 252 Physics II (5) |

Biological Sciences

| | |
|---|---|
| Biology | BI 110 General Biology (4)<br>BI 120 General Zoology (5)<br>BI 130 General Botany (5) |

7. Humanities
BA degree: 12-15 hours in at least 3 subdivisions
BS degree: 9 hours in at least 2 subdivisions

| | |
|---|---|
| History | HS 121 History of Western Civilization I (3)<br>HS 122 History of Western Civilization II (3)<br>HS 131 American History I (3)<br>HS 132 American History II (3)<br>HS 150 Current Affairs (2) |
| Literature | see #2 above |
| American Studies | no equivalent |
| Philosophy | PH 290 Philosophy I (3)<br>PH 291 Ethics (3) |
| Religion | RG 190 New Testament (3)<br>RG 210 Comparative Religions (3) |
| Humanities | no equivalent |
| Linguistics | no equivalent |
| Art History & Music | AR 100 Art Appreciation (3)<br>AR 180 20th Century Art History (3)<br>MU 110 Music Appreciation (3) |
| Speech 143G | TA 120 Intro to Theatre Art (3) |
| Women's Studies | BS 107 Women and Society (3) |

8. Social and Behavioral Sciences
   BA degree: 12-15 hours in at least 3 subdivisions
   BS degree: 9 hours in at least 2 of the subdivisions

| | |
|---|---|
| Anthropology | BS 106 Intro to Anthropology (3) |
| Political Science | PO 140 Principles of Political Science (3)<br>PO 141 American Federal Government (3)<br>PO 142 State & Local Government (3)<br>PO 150 Current Affairs (2) |
| Sociology | SC 111 Man & Society I (3)<br>SC 211 Man & Society II (3)<br>BS 105 Sociology (3)<br>BS 110 Contemporary Social Problems (3)<br>BS 210 Marriage and Family (3) |
| Psychology | BS 120 Psychology of Human Relations (3)<br>BS 160 General Psychology (3)<br>BS 260 Human Growth and Development (3)<br>BS 270 Child Psychology (3)<br>BS 280 Psychology of Adjustment (2) |
| Minority Studies | BS 220 Minority Studies (3) |
| Geography | SC 120 Principles of Geography (3) |
| Economics | EC 101 Principles of Economics I (3)<br>EC 102 Principles of Economics II (3) |

9. Major Field--See WSU catalog for major field requirements

10. Non-Liberal Arts and Sciences Courses
    Students may count only 24 hours of nonliberal arts and sciences courses toward either the BA or BS degree.

CONSULT THE CURRENT WSU CATALOG FOR FURTHER INFORMATION

# KANSAS UNIVERSITY
# SCHOOL OF ENGINEERING

## HUMANITIES AND SOCIAL SCIENCE DISTRIBUTION
## BCCC EQUIVALENTS

Must include:
1) at least one humanities course and one social science course
2) at least two courses offered by one department in either humanities or social sciences (departments indicated by broken line)

### HUMANITIES

AR 100 Art Appreciation (3)
AR 115 Fiber Exploration (3)
AR 180 20th Century Art History (3)
---
MU 100 Music Appreciation (3)
---
TA 120 Introduction to Theatre Art (3)
---
LT 111 Types of Literature I (3)
LT 112 Types of Literature II (3)
LT 115 Introduction to Fiction (3)
LT 116 Intro to Literature: Poetry (3)
LT 117 Intro to Literature: Drama (3)
LT 118 Shakespeare (3)
LT 119 Short Story (3)
LT 121 American Literature I (3)
LT 122 American Literature II (3)
LT 123 Multi-Ethnic Literature (3)
LT 131 Intro to Biblical Literature (3)
LT 211 English Literature I (3)
LT 222 English Literature II (3)
LT 260 Children's Literature (3)
---
HS 121 History of Western Civilization I (3)
HS 122 History of Western Civilization II (3)
HS 131 American History I (3)
HS 132 American History II (3)
HS 133 American History 1492-1800 (2)
HS 134 American History 1800-1870 (2)
HS 135 American History 1870-1928 (2)
HS 136 American History 1928-present (2)
HS 150 Current Affairs (2)
HS 220 Minority Studies (3)
---
RG 190 New Testament (3)
RG 210 Comparative Religions (3)
PH 290 Philosophy I (3)
PH 291 Ethics (3)

### SOCIAL SCIENCES

SC 111 Man and Society I (3)
SC 112 Man and Society II (3)
---
BS 103 Human Sexuality (3)
BS 106 Introduction to Anthropology (3)
BS 107 Women and Society (3)
BS 110 Contemporary Social Problems (3)
BS 120 Psychology of Human Relations (3)
BS 144 The Future and Social Change (3)
BS 220 Minority Studies (3)
BS 280 Psychology of Adjustment (2)
---
BS 105 Sociology (3)
---
BS 160 General Psychology (3)
---
BS 210 Marriage and Family (3)
BS 270 Child Psychology (3)
---
{EC 101 Principles of Economics I (3) and
{EC 102 Principles of Economics II (3)
---
PO 140 Principles of Political Science (3)
PO 141 American Federal Government (3)
PO 142 State and Local Government (3)
PO 150 Current Affairs

# KANSAS UNIVERSITY
# SCHOOL OF ENGINEERING

## TRANSFER PROGRAM FOR
## CIVIL ENGINEERING

| KU Requirements | BCCC Equivalents |
|---|---|
| **1. BASIC SCIENCES--(34-44 hours)** | |
| Mathematics--(18 minimum) | |
| Calculus and Analytic Geometry (15) | MA 151 Analytic Geometry & Calculus I (5)<br>MA 152 Analytic Geometry & Calculus II (5)<br>MA 253 Analytic Geometry & Calculus III (3) |
| Differential Equations (3) | MA 260 Differential Equations (3) |
| Statistics (3) | no equivalent |
| Physics--(8 minimum) | PH 251 Physics I (5)<br>PH 252 Physics II (5) |
| | or<br>PH 143&144 General Physics I and Lab (4)<br>PH 146&147 General Physics II and Lab (4)<br>PH 241 Intermediate Physics (2) |
| Biology--(0 minimum) | BI 110 General Biology (4) |
| Chemistry--(5 minimum) | CH 110 Chemistry I (5) |
| Geology--(0 minimum) | PS 102&103 Physical Geology and Lab (4) |
| **2. COMMUNICATIONS --(12-17 hours)** | |
| Written--(7 minimum) | EG 101 English Composition I (3)<br>EG 102 English Composition II (3) |
| Oral--(2 minimum)<br>any <u>one</u> of these--- | SP 100 Principles of Speech (3)<br>SP 105 Principles of Persuasive Speaking (2)<br>SP 110 Oral Interpretation of Literature (2)<br>SP 131 Debate I (2) |
| Engineering Drawing--(3 minimum) | DR 115 Descriptive Geometry (3) |
| **3. HUMANITIES AND SOCIAL SCIENCES--(17-23 hours)** | |
| Economics (3-12) | EC 101 Principles of Economics I (3) <u>and</u><br>EC 102 Principles of Economics II (3) |
| Humanities (5-17)<br>Social Sciences (3-9) | see School of Engineering distribution sheet for BCCC equivalents |
| **4. ENGINEERING SCIENCES** | |
| Computers (2-3) | MA 128 Beginning Fortran (3) |
| Statics (2) | EE 260 Statics (3) |
| Dynamics (3) | EE 270 Dynamics (3) |
| Surveying (3) | DR 182 Surveying & Map Drafting (3) |

# KANSAS UNIVERSITY
# SCHOOL OF ENGINEERING

## TRANSFER PROGRAM FOR
## PETROLEUM ENGINEERING

| KU Requirements | BCCC Equivalents |
|---|---|
| **1. BASIC SCIENCES--(37-38 hours)** | |
| GEOL 101 (5) | PS 102&103 Physical Geology and Lab (4) |
| GEOL 305 (3) | no equivalent |
| one of the following: GEOL 562,535,735 (3-4) | no equivalent |
| CHEM 184 (5) | CH 110 Chemistry I (5) |
| CHEM 188 (5) | CH 115 Chemistry II & Qualitative Analysis (5) |
| CHEM 624 (3) & 625 (2) | CH 240 Organic Chemistry I (5) |
| PHSX 211 (4) | PH 251 Physics I (5) |
| PHSX 212 (4) | PH 252 Physics II (5) |
| | or |
| | PH 143&144 General Physics I and Lab (4) |
| | PH 146&147 General Physics II and Lab (4) |
| | PH 241 Intermediate Physics (2) |
| **2. MATHEMATICS--(18 hours)** | |
| MATH 121 (5) | MA 151 Analytic Geometry & Calculus I (5) |
| MATH 122 (5) | MA 152 Analytic Geometry & Calculus II (5) |
| MATH 123 (5) | MA 253 Analytic Geometry & Calculus III (3) |
| MATH 320 (3) | MA 260 Differential Equations (3) |
| **3. ENGLISH--(9 hours)** | |
| ENGL 101 (3) | EG 101 English Composition I (3) |
| ENGL 102 (3) | EG 102 English Composition II (3) |
| Advanced English elective (3) | any one of these-- |
| | LT 111 Types of Literature I (3) |
| | LT 112 Types of Literature II (3) |
| | LT 115 Introduction to Fiction (3) |
| | LT 116 Intro to Literature: Poetry (3) |
| | LT 117 Intro to Literature: Drama (3) |
| | LT 118 Shakespeare (3) |
| | LT 119 Short Story (3) |
| | LT 121 American Literature I (3) |
| | LT 122 American Literature II (3) |
| | LT 123 Multi-Ethnic Literature (3) |
| | LT 211 English Literature I (3) |
| | LT 222 English Literature II (3) |
| **4. HUMANITIES AND SOCIAL SCIENCES--(15 hours)** | see College of Engineering Distribution sheet for BCCC equivalents |

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